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ABSTRACT

Several key federal and state initiatives are currently moving in the direction of requiring more and better comprehensive service delivery in education. In an effort to avoid duplicating services, better utilize federal dollars, and improve educational opportunities and outcomes, federal legislation promotes aligning and integrating programs and services, and increasing collaboration among service providers. This publication presents the results of an Arizona statewide survey that examined local educational agency (LEA) principals' technical-assistance needs and priorities related to school-based comprehensive services. Data were derived from a survey of 1,062 Arizona principals. A total of 531 usable responses were received from principals at 337 elementary, 83 middle, and 90 high schools, a 50 percent response rate. Overall, the principals expressed a desire for state-level technical assistance for their schools. However, high priority technical assistance needs focused on more traditional domains within the realm of comprehensive services--curriculum and instruction, professional development, and parent/family involvement. Middle/junior high schools and "high poverty" schools tended to express a greater need for all services, including linkage programs. Across schools, needs did not differ greatly in terms of substance, but in terms of quantity. Schools serving younger adolescents and larger numbers of at-risk students expressed a need for virtually every kind of assistance available. Eight tables and five figures are included. Appendices contain the survey instrument, survey results, and principals' written comments. (LMI)

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Comprehensive Services in Arizona Schools

A Survey of Arizona Principals

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September 1994

SUMMARY OF FINDINGS

This summary briefly recaps major findings from the survey "Keeping Up With Reform," administered to Arizona principals during spring 1994.

- Survey respondents comprise 50.0 percent of all principals in Arizona's public schools and are representative of schools by type (elementary, middle/junior high, and high school), geographic location (inner city, suburban, rural, and reservation), and high and low poverty schools (based on percentages of a school's population eligible for free and reduced lunches).

- Overall, the 531 respondents support expanding three types of technical assistance activities currently offered (or sponsored) by the Arizona Department of Education: topic-oriented workshops, grantsmanship workshops, and summer training. Teachers and school teams were identified to most benefit from such opportunities, although there is strong support for training school-level administrators and other professional staff.

- Regarding strengthening school-based comprehensive service delivery, school principals focus on three domains: curriculum and instruction as aligned with Arizona's *Essential Skills* and Arizona Student Assessment Program, parent/family involvement, and quality professional development. Training topics of most interest reflect these programming priorities.

- In order to improve technical assistance at the state level, principals most desire streamlined application and reporting processes that might include the development of computerized federal/state applications and reports. Regional training centers are also of interest.

- A majority of respondents are interested in developing Family Resource Centers on or near their school campuses. Those most interested are more likely to indicate the availability of a no/low cost facility to house such a center. All interested parties indicate that they would need technical assistance to get started in designing center services and operations.

- Variations in findings are observed by school type, geographic location, and poverty status. Furthermore, there is some interaction among these categories such as the distribution of poverty by geographic location. A greater proportion of inner city and reservation schools are "high poverty schools" compared with both rural and suburban schools. Suburban schools, in particular, clearly are comprised of predominantly low poverty schools.

- Regarding survey findings by school type, most of the observed variation is predictable in terms of grades served. Elementary schools are more supportive of services such as preschool and early childhood programs; middle/junior high and high schools are more supportive of services such as school-to-work and alternative programs. What is perhaps most notable about the survey findings is that middle/junior high schools tend to rate *more* services as a *higher priority* than their elementary and high school counterparts.

- Given the interaction between region and poverty status, it is not surprising that many of the findings for inner city, reservation, and high poverty schools parallel one another. Findings indicate that these schools tend to rate *more* services *higher priority* than their counterparts.

Survey findings suggest several conclusions. Principals *do* express a desire for state-level technical assistance for their schools. However, high priority technical assistance needs focus on more traditional and accepted domains within the realm of comprehensive services — curriculum and instruction, professional development, and parent/family involvement. Educationally-oriented linkages with preschools and/or workplaces, and linkages with social/economic and health care providers, are not perceived as high priorities for the majority of respondents.

Some subgroups — notably middle/junior high schools and "high poverty" schools, including inner city and reservation schools — tend to express a greater need for all services, including linkage programs. Across schools, needs may not differ in terms of substance but they do differ in terms of quantity. Schools serving younger adolescents and larger numbers of "at-risk" students express a need for virtually every kind of assistance available.

Implications of this survey, and recommendations to the Arizona Department of Education regarding state strategies for technical assistance, are discussed in detail in the report *Supporting Comprehensive Services in Arizona Schools: State Strategies for Technical Assistance*.

TABLE OF CONTENTS

Summary of Findings i
List of Tables iv
List of Figures iv
Acknowledgements iv

INTRODUCTION 1

Survey Design 2
Survey Respondents 4
Data Collection and Analysis 5

RESULTS OF THE PRINCIPAL SURVEY 7

Part I: Demographics 7
Part II: Current Technical Assistance Activities 12
Part III: Proposed Assistance to Strengthen Comprehensive Services 15
Part IV: State-Level Activities 18

REFERENCES CITED 23

APPENDICES 25

Appendix A: Keeping Up With Reform — The Survey Instrument
Appendix B: Survey Results for All Respondents
Appendix C: A Synopsis of Survey Results by School Type, Geographic Location, and Poverty Status
Appendix D: Written Comments by Arizona Principals

LIST OF TABLES

Table 1: Arizona principal population and respondents 4
Table 2: Principal response rates: Total, type of school, geographic location 5
Table 3: Arizona principals' recommendations for ADE technical assistance (N = 531) 12
Table 4: Arizona principals' recommendations for targeting technical assistance (N = 531) 14
Table 5: Arizona principals' programming priorities (N = 531) 15
Table 6: Arizona principals' training priorities (N = 531) 17
Table 7: Arizona principals' recommendations for improving technical assistance (N = 531) 18
Table 8: Developing family resource centers: Facilities and technical assistance needs by level of interest 20

LIST OF FIGURES

Figure 1: Components of a comprehensive service delivery system for children and families 3
Figure 2: Population and respondent representation by type of school 8
Figure 3: Population and respondent representation by geographic location 9
Figure 4: The distribution of poverty among responding schools (N = 518) by geographic location 11
Figure 5: Arizona principal topics in priority order (N = 90) 21

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INTRODUCTION

The purpose of this report is to document the results of an Arizona statewide survey of local educational agency (LEA) principals' technical assistance needs and priorities related to school-based comprehensive services. The survey is timely, given that several key federal and state initiatives are moving in the direction of more and better comprehensive service delivery.

In the literature on comprehensive services, schools are urged to link preschool experiences with K-12 education and K-12 education with further education and employment. Schools also are encouraged to integrate and align educational, social, and health services for *all* students; to increase efforts to involve parents and families in schools; and to bolster all these efforts with increased professional development for school personnel. Educational legislation proposed and enacted by the 103rd Congress marks an unprecedented attempt to promote comprehensive service delivery by aligning a number of separate mandates and initiatives, many of which serve similar populations (e.g., the poor). In an effort to avoid duplicating services, better utilize limited federal dollars, and improve educational opportunities and outcomes, federal legislation promotes aligning and integrating programs and services, and increasing collaboration among service providers.

Goals 2000 and the reauthorization of the *Elementary and Secondary Education Act* (ESEA) are the most encompassing education legislative packages which seek to reinforce the concept of comprehensive services. Similar ideas are embodied in numerous pieces of related legislation such as the *National and Community Service Trust Act of 1993*, the *School-to-Work Opportunities Act of 1994*, and initiatives related to young children and early childhood education (e.g., Head Start, Even Start, Healthy Start).

Anticipating legislative imperatives and recommendations, the Arizona Department of Education (ADE) contracted with the Morrison Institute for Public Policy, School of Public Affairs, Arizona State University to investigate school-based comprehensive service delivery systems within the context of education reform and to explore state-level technical assistance activities that could assist LEAs to better plan, implement, and evaluate comprehensive services. As part of the investigation, Morrison Institute designed and disseminated a survey to all public school principals in the spring of 1994. This report — *Keeping Up With Reform: Comprehensive Services in Arizona Schools, A Survey of Arizona Principals* — documents the results of this survey.

Keeping Up With Reform is one of three companion reports produced under the auspices of the "comprehensive services" contract with ADE. As a concept and school-based delivery system, comprehensive services are described in detail in the document *Comprehensive Services in Arizona Schools: A Research and Planning Primer*. Finally, *Supporting Comprehensive Services in Arizona Schools: State Strategies for Technical Assistance* offers recommendations to ADE regarding the structure of a more cohesive and coherent comprehensive technical assistance program that would support LEAs in keeping up with reform.

Survey Design

As a framework for the discussion that follows, Figure 1 presents components of a school-based comprehensive service delivery system. This figure shows that the system is driven by the Student Education component which focuses on K-12 education but links with preschool at one end of the spectrum and higher education and/or the community (including business and industry) at the other end. Three supporting components are part of the system: Family Involvement, Social Support/Economic Services and Health Services. The system is undergirded by a strong Professional Development component.

Based on Figure 1 and as defined for principals on the survey "Keeping Up With Reform:"

> Comprehensive services refers to the *integration* of student educational programs, parent involvement programs, professional (staff) development activities, and social, economic, and health services.

The survey was designed with two primary purposes in mind. First, it was designed to elicit local perceptions of what ADE should do to assist schools in delivering comprehensive programs. Second, the survey was intended to identify specific technical assistance needs of schools serving large populations of at-risk students.

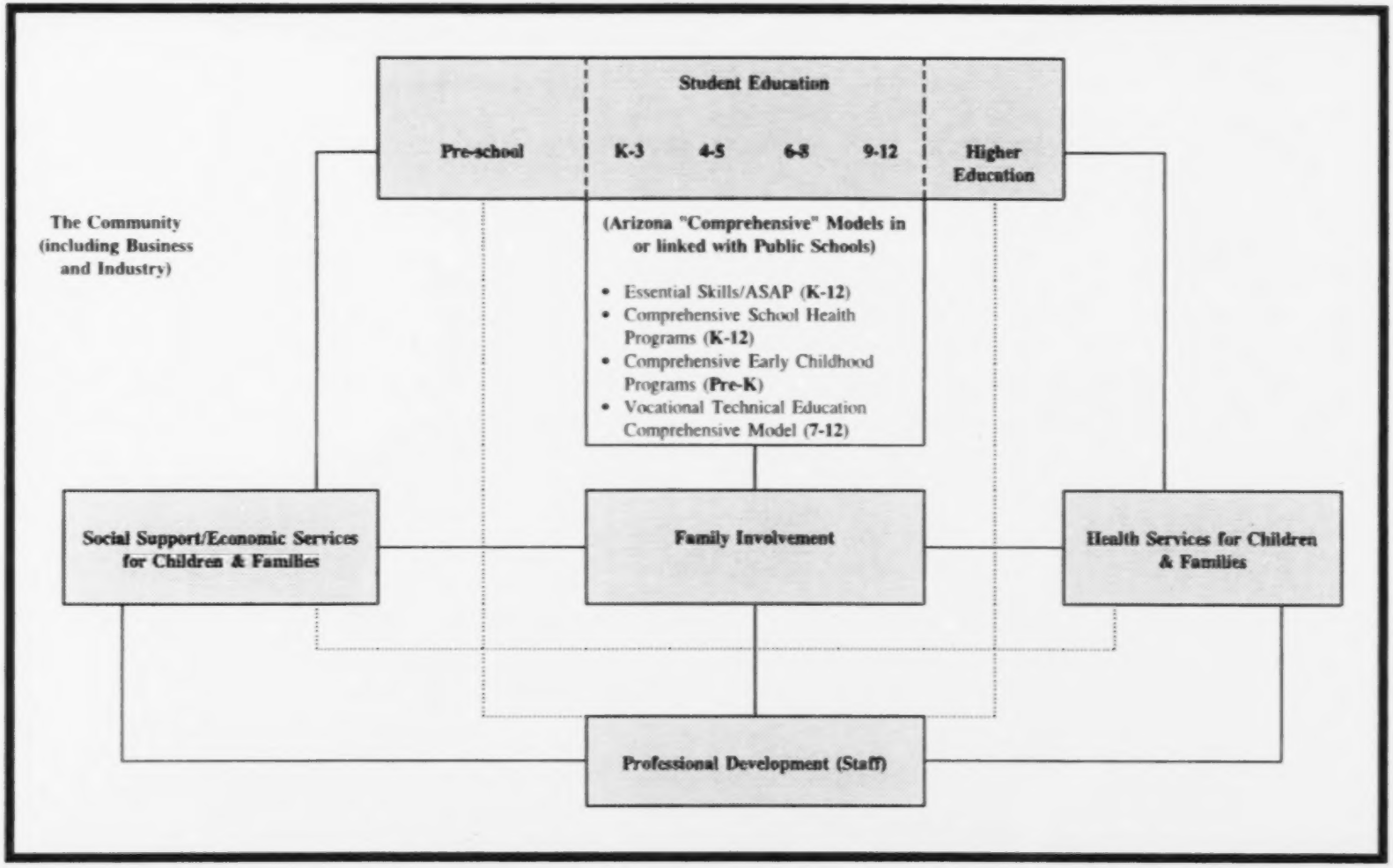
In constructing the survey, Morrison Institute worked most closely with ADE Federal Programs personnel — the unit that deals directly with programs under the auspices of the ESEA. Specifically, Morrison Institute researchers spoke with representatives of Bilingual Education, Chapter 1/Even Start, Chapter 2/Title II, Indian Education, and Migrant programs. Additionally, ADE staff from the Comprehensive Health unit and state-funded at-risk programs (i.e., At-Risk Preschool, K-3 At-Risk, and 7-12 At-Risk) were consulted. In sum, the survey was designed keeping in mind the kinds of programs which can and should be better aligned and integrated in order to reduce duplication, maximize funding, and improve educational opportunities for all children and especially at-risk youth.

All survey questions were developed by Morrison Institute staff on the basis of a review of the literature, ADE staff interviews, and input from a cadre of school administrators working with the Institute on the comprehensive services project. The survey instrument was reviewed and ultimately approved by C. Diane Bishop, State Superintendent for Public Instruction, and other senior personnel at ADE prior to distribution. Except for one open-ended question, the survey was designed in scannable form to facilitate its completion by respondents and to expedite coding data upon return.

In writing specific items for the survey, designers considered existing and proposed state-level activities — what ADE currently offers in terms of technical assistance and what ADE personnel, or others, have suggested doing in the future. The survey includes items that address both of these issues and thus offers recommendations regarding *current* ADE-sponsored technical assistance activities as well as recommendations for a *future* technical assistance agenda.

Figure 1

Components of a comprehensive service delivery system for children and families



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Survey Respondents

In the literature, comprehensive service delivery is conceptualized as school-based; therefore, school principals were selected as the target population for this survey. Based on FY 1993-94 ADE mailing lists for elementary, middle, and high schools, 1062 school principals were identified and surveyed in spring 1994. One survey for a rural elementary school was returned as undeliverable; response rates were *not* adjusted to account for the actual population of 1061.

Five hundred and thirty-one principals returned usable surveys for a response rate of 50.0 percent. This overall return rate is sufficiently high to interpret responses within a 95 percent level of confidence ($p = \pm .05$). The distributions of the principal population and respondent pool are shown in Table 1. Response rates for various subgroups are presented in Table 2.

Table 1
Arizona principal population and respondents

POPULATION	Totals		Urban/ Suburban*		Rural		Reservation	
	n	% Total	n	% Total	n	% Total	n	% Total
Elementary	732	68.9	449	42.3	248	23.3	35	3.3
Middle	164	15.4	96	9.0	56	5.3	12	1.1
High	166	15.6	81	7.6	72	6.8	13	1.2
TOTALS	**1062**	**100.0**	626	59.0	376	35.4	60	5.6

RESPONDENTS	Totals		Urban/ Suburban		Rural		Reservation		Other/No Response (re: location)	
	n	% Total	n	% Total	n	% Total	n	% Total	n	% Total
Elementary	337	66.9	181	34.1	128	24.1	18	3.4	1	1.9
Middle	83	15.6	45	8.5	30	5.7	6	1.1	2	>1.0
High	90	17.5	44	8.3	43	8.1	3	>1.0	0	>1.0
Other/No Response (re: type)	21[b]	4.0	7	1.3	11	2.1	2	>1.0	1	>1.0
TOTALS	**531**	**100.0**	277	52.2	212	39.9	29	5.5	13	2.4

* Urban/Suburban schools are located in the Phoenix and Tucson metropolitan areas, and in the cities of Flagstaff and Yuma. For reporting and analysis purposes, urban/suburban schools have been broken down to represent "inner city" and "suburban" groups, based on self-reported categories.

[b] Log-in records of returned surveys (based on the coding of return envelopes) indicate that 18 of these surveys came from elementary schools; 3 from high schools. Response rates in Table 2 reflect adjusted totals, i.e., 357 elementary schools and 93 high schools.

Table 2

Principal response rates: Total, type of school, geographic location

All Principals[a]		Principals By Type of School[b]		Principals by Geographic Location[c]	
	50.0%	Elementary	48.5%	Urban/Suburban	44.3%
		Middle School	50.6%	Rural	56.4%
		High School	56.0%	Reservation	48.3%

[a] Statistical accuracy: within ±.05 for the total population.

[b] Statistical accuracy: within ±.05 for elementary; within ±.10 for middle and high school analyses.

[c] Statistical accuracy: within ±.05 for the Urban/Suburban and Rural subgroups. Analyses for the Reservation subgroup are accurate within ±.20.

Data Collection and Analysis

Survey data were collected based on a single mailing. Conservatively anticipating a 25 percent response rate for the 1062 surveys distributed, researchers estimated that respondents to a single mailing would comprise a large enough sample to interpret results within a 95 percent level of confidence (Isaac and Michael, 1981; Kraemer and Thiemann, 1987; Krejcie and Morgan, 1970). Furthermore, a single mailing precluded the need for time consuming and costly tracking and follow-up activities.

In order to preserve the anonymity of responses, no identifying information was coded on the surveys. However, postage-paid return envelopes were coded to identify whether the response came from an elementary (no number), middle (1), or high school (2). These code numbers were used to log-in returned surveys.

After scanning, data were processed using SPSS. Descriptive statistics were computed for each item; aggregate and subgroup results were prepared. Microsoft Excel 4.0 for Windows was used to calculate mean scores and prepare tables and histograms used in presenting the data. Excel was also used for recording and tabulating comments to the open-ended question; these responses were analyzed qualitatively.

As appropriate, appendix tables report mean scores and frequency distributions for each item. Mean scores are weighted averages; they stand in comparison to an item's "*majority opinion*" (operationally defined as more than one percent higher than the next response category). Both mean scores and majority opinions were used in analyzing and interpreting the data and require some explanation.

Discussions of subgroup findings are based primarily on comparisons of subgroup mean scores with means found for all respondents. Mean scores are used to talk about agreement or disagreement with recommendations derived from an interpretation of the mean. For example, if the mean score for all respondents indicates that "summer training" should be expanded, subgroup analyses either agree (because their mean scores fall into the same mean range) or disagree (because their mean scores are not in the same range). Majority opinions are used at times to illustrate degrees of support for specific items. They speak to the degree of concurrence with recommendations based on means. In some cases, a mean indicates a different recommendation from that of the majority opinion. Instances of concurrence or lack thereof are noted in the analysis.

RESULTS OF THE PRINCIPAL SURVEY

The survey was comprised of fourteen questions presented in four parts. The results from each question are based primarily on responses from the entire respondent pool. As noteworthy, results from nine subgroup analyses (i.e., three subgroups by school type; four by geographic location; two by poverty status) are also discussed. Data used in preparing the analyses are presented in appendices.[1]

Part I: Demographics

Three basic demographic characteristics of schools were sought for purposes of analyses. One characteristic of interest stems from the fact that sections of new and pending legislation relate to initiatives that implicitly or explicitly target specific student grade levels/age groups (e.g., preschool; school-to-work). In theory, these initiatives need to be addressed in schools' comprehensive planning efforts. An analysis by school type (i.e., elementary, middle or junior high school, and high school) was desired in order to see if schools' technical assistance needs and priorities vary in relation to targeted initiatives. Question 1 elicited schools' grade levels.

The urban-rural dichotomy is a constant theme in Arizona. Moreover, fact and speculation support the idea that there are "pockets of poverty" depending on where a school is located. An analysis of schools' needs by geographic location was desired in order to see if needs and priorities vary in relation to location. Question 2 addressed schools' locations.

Finally, an analysis of schools serving populations considered to be at-risk was desired in order to see if schools' technical assistance needs and priorities vary according to at-risk variables. This is of interest insofar as much legislation reinforces the notion of consolidating or integrating services targeting similar at-risk populations. Furthermore, at the state level, ADE wished to identify technical assistance needs of schools receiving state funds to implement special programs for children considered to be at risk. Question 3 asked the percentage of the school's population eligible for free/reduced lunches, since this measure is commonly accepted as a proxy for estimating poverty and since poverty is the highest predictor of at-riskness. Question 4 asked schools to report specific state-funded at-risk program monies they receive.

Question 1: What grade levels does your school serve?

Principals reported 27 different grade level distributions for the schools they represented. Grade level distributions were clustered to facilitate analyses by type of school — elementary, middle/junior high school, and high school (see Appendix B for the distribution of grade and clusters, Figure B-1). As shown in Table 1, clustered responses reveal 337 elementary school responses, 83 middle/junior high school responses, and 90 high school responses. Twenty-one schools were excluded from analyses by school type, either because they did not respond to this item (n = 12) or because they reported serving all grades from kindergarten through twelfth (n = 9). The sample composition by type of school is proportionate to the representation by type of school in the population (Table 1; Figure 2). As noteworthy, survey results by type of school are presented throughout this report.

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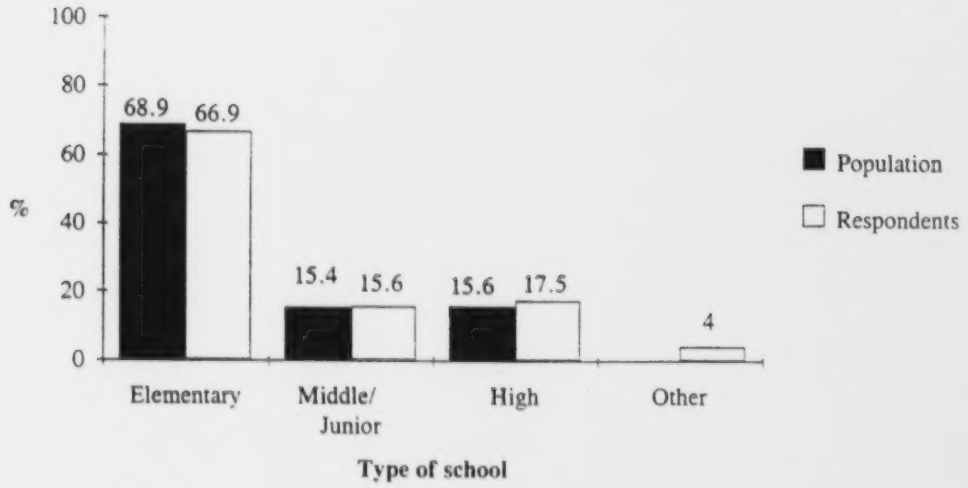
[1] Appendix B contains raw data for the entire respondent sample. Appendix C summarizes subgroup results for each question; raw data by subgroup (i.e., school type, geographic location, and poverty status) are available upon request.

Figure 2
Population and respondent representation by type of school

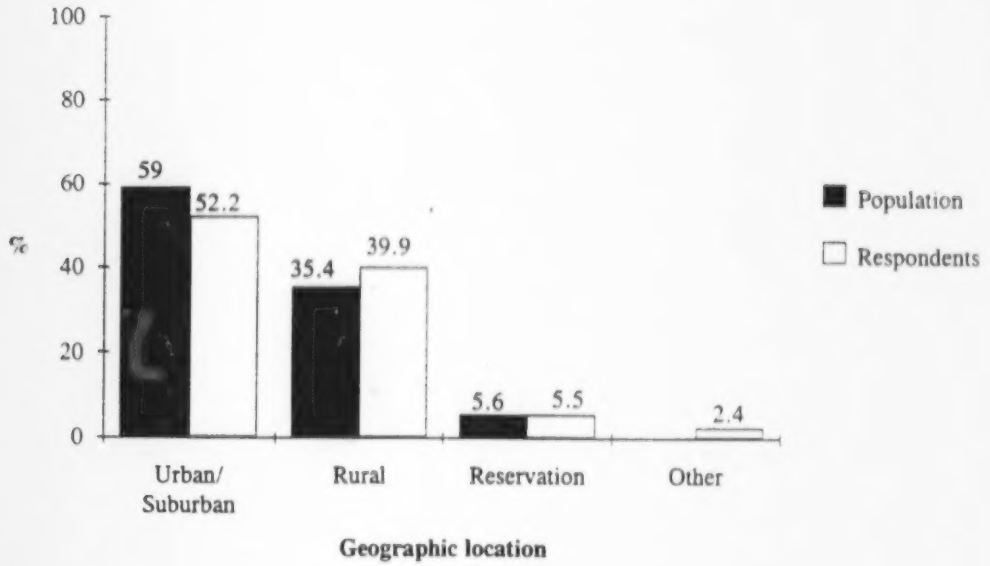


Question 2: Which best describes your school's location: inner city area, suburban area, rural area, Native American reservation?

Previous surveys of schools conducted by Morrison Institute and ADE typically have used three categories of location: urban/suburban, rural, and reservation (i.e., public schools operating on Native American reservations). As shown in Table 1, 277 responding schools are in urban/suburban locations, 212 in rural areas, and 29 on reservations. Thirteen schools were excluded by analyses by location because they did not respond to this item or coded more than one response. The sample composition slightly underrepresents urban/suburban schools and slightly overrepresents rural schools. Reservation schools are equally represented in the sample as they are in the population (Table 1; Figure 3).

Figure 3

Population and respondent representation by geographic location



In contrast to the three location categories traditionally used for reporting and analyses, this report breaks out the urban/suburban category into two discrete categories — inner city and suburban. Much has been written about the special plight of inner city schools. Researchers wanted to be able to capture potential differences between inner city schools' needs and priorities and those of typically more well-to-do suburban schools. In light of this, the urban/suburban category reported in Table 1 and depicted in Figure 3 is comprised of 104 inner city schools (19.6 percent of the total sample) and 173 suburban schools (32.6 percent of the total sample). As relevant, results by location are reported throughout this report.

Question 3: What percentage of your student population is eligible for free/reduced lunches: less than 25 percent, 25-50 percent, 51-75 percent, and 76-100 percent?

One means by which to gauge a school's at-risk population is to examine the numbers of students eligible for free or reduced lunches. The measure of free or reduced lunches is often used as a proxy for poverty, which is the single variable most predictive of at-riskness. Among the total sample (N = 531), the distribution of poverty is relatively evenly distributed:

- **24.1** percent of the school principals indicated **less than 25** percent of their student population receives free/reduced lunches
- **27.8** percent indicated **25-50** percent of their student population receives free/reduced lunches
- **25.0** percent indicated **50-75** percent of their student population receives free/reduced lunches
- **23.1** percent indicated **25-50** percent of their student population receives free/reduced lunches

As operationally defined for the purposes of this study, "high poverty" schools are those with 50-100 percent of their students eligible for free or reduced lunches. High poverty schools account for **48.1** percent of the sample, or 250 schools. "Low poverty" schools (i.e., 0-50 percent of the students receiving free or reduced lunches) account for **51.9** percent of the sample, or 281 schools.

The distribution of poverty in Arizona schools is noteworthy when examined by geographic location. Figure 4 shows the distribution of students eligible for free and reduced lunches in each of the four location categories described in the previous section. With respect to each graph, schools with lower numbers of students eligible for free and reduced lunches are to the left of the distribution; schools with high numbers are to the right. Figure 4 shows that there are relatively more inner city and reservation schools serving higher numbers of children in poverty. For reservation schools, 97.5 percent are high poverty schools, while nearly three of every four inner city schools (72.6 percent) serve high numbers of children in poverty. Suburban schools, in contrast, are largely comprised of low poverty schools (84.6 percent). Rural schools are comprised of both high and low poverty schools (55 percent = high poverty; 45 percent = low poverty). As relevant, other survey results by high and low poverty schools are reported throughout this report.

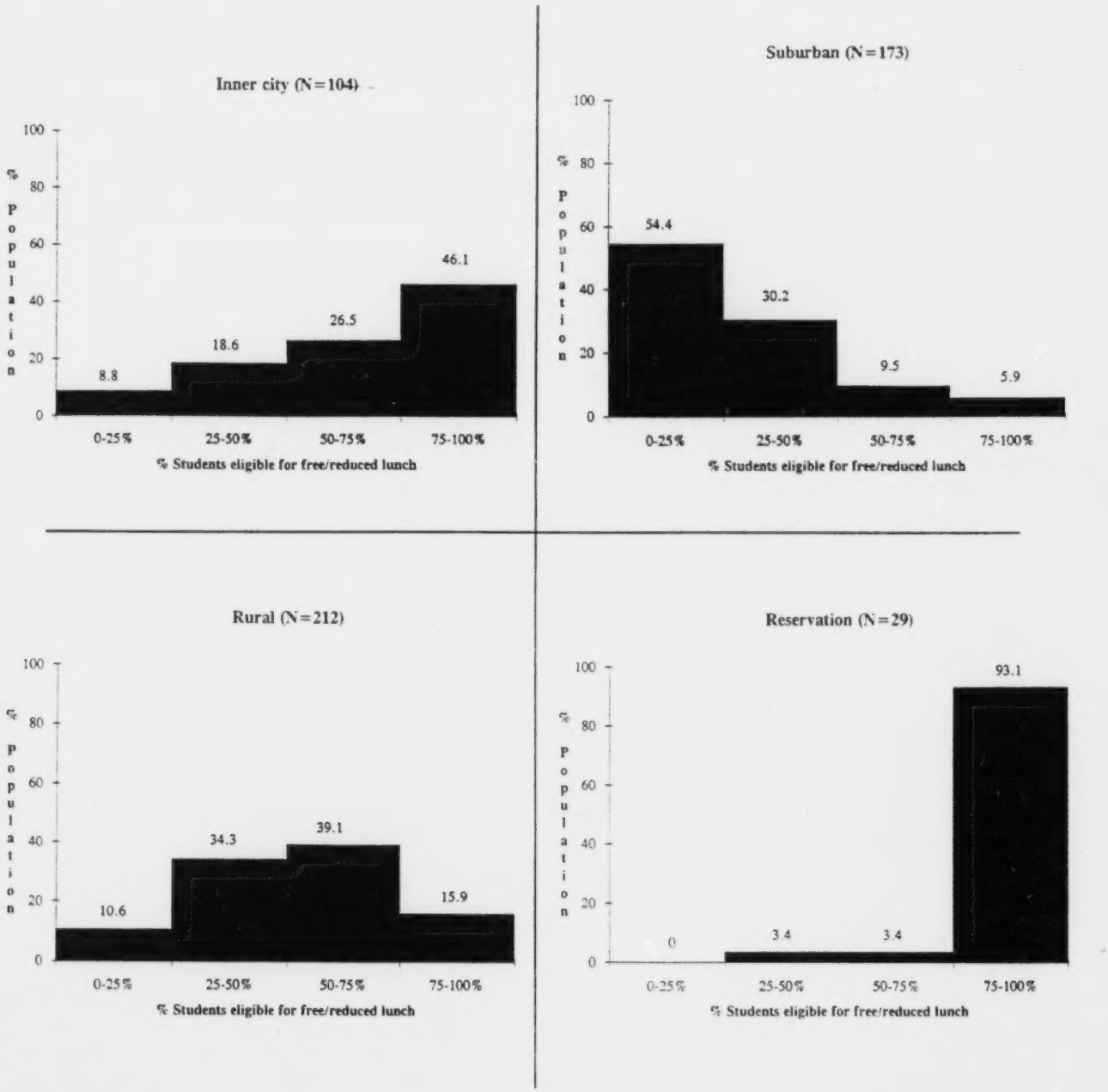
Question 4: Of the following programs, mark those for which your school receives state funding — At-Risk Preschool, Full Day Kindergarten, K-3 At-Risk, and 7-12 At-Risk.

Question 4 was intended as a second means for examining school needs based on at-risk populations (i.e., defined as those receiving state funds for programs supporting at-risk youth). Schools receiving these funds are known through ADE records; however, because the survey was anonymous, principals were requested to provide this information for purposes of analysis.

Responses to the item yielded numbers that are unreliable, based on the known number of schools receiving state funds. For example, 69 schools (41 districts) actually receive state K-3 At-Risk monies while 244 schools coded this item. Similarly, only 21 schools receive state 7-12 At-Risk grant monies yet 88 schools responded to this item. In all, fifteen permutations of funding were reported. Less than one-third of the total sample (171 schools) stated that they received no state funding for the at-risk programs included on the survey. In short, data were considered unusable for conducting meaningful analyses and are *not* included in this report.

Figure 4

The distribution of poverty among responding schools (N = 518) by geographic location



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Part II: Current Technical Assistance Activities

In Part II of the survey, researchers wanted to capture principals' perspectives on technical assistance currently provided by ADE. Specific technical assistance activities vary across ADE units. However, in speaking with ADE employees, nine "generic" technical assistance activities were identified as well as five types of audiences typically targeted to receive training. Principals were asked to recommend whether activities should be expanded, maintained at their current level, or decreased — and who should be targeted — in order to assist schools in delivering comprehensive services.

Question 5: ADE routinely offers the following types of technical assistance. *In your opinion* — to assist schools in delivering comprehensive services, should ADE plan to expand, maintain, or decrease their current level of technical assistance in each area?

Table 3 summarizes responses to Question 5. As shown in the shaded area, principals feel that three of the nine activities should be expanded: topic-oriented workshops, grantsmanship workshops, and summer training opportunities. "Maintenance as is" is recommended for the remaining six activities. Of these six, five have mean scores toward the "Expand" end of the scale; one has a mean score toward the "Decrease" end of the scale (see also Appendix B, Table B-1).

Table 3
Arizona principals' recommendations for ADE technical assistance (N = 531)

ADE Technical Assistance Activities	Mean Rating*	Principals' Recommendation
Topic-oriented workshops	2.61	**Expand**
Grantsmanship workshops	2.60	**Expand**
Summer training	2.51	**Expand**
Program-specific workshops	2.37	Expand ← **Maintain**
On-site consultation	2.31	Expand ← **Maintain**
Phone assistance re: reports	2.30	Expand ← **Maintain**
Phone consultation re: programs	2.29	Expand ← **Maintain**
Workshops held via satellite	2.27	Expand ← **Maintain**
On-site program monitoring	1.95	**Maintain** → Decrease

* Scale: 3.00-2.50 = **Expand**
2.49-2.00 = Expand ← **Maintain**
1.99-1.50 = **Maintain** → Decrease
1.49-1.00 = **Decrease**

Principals' recommendations generally reflect a high degree of consensus regardless of school type, location, or poverty status. However, four of the nine items reveal variation among subgroups (see Appendix C, Table C-1).

- High schools, rural schools, and low poverty schools do *not* agree that **summer training** should be expanded.
- Inner city schools recommend expanding **program-specific workshops**; high poverty schools, in general, support this recommendation by majority opinion.
- Four of the nine subgroup analyses show support for **workshops held via satellite** by majority opinion: elementary and middle/junior high schools support this option as do both rural and reservation schools.
- Inner city and reservation schools do *not* agree that **on-site program monitoring** should be maintained → decreased; they recommend maintenance, on the side of expansion.

Question 6: From Question 5 —
a) What type of assistance has been of *most benefit* for your school?
b) What type of assistance has been of *least benefit*?

Question 6 was designed to gain additional insight about principals' perceptions of the relative value of currently offered technical assistance. Respondents chose **Topic-oriented workshops** as the single most beneficial type of technical assistance offered by ADE. This holds true for all types of schools, suburban schools, and both high and low poverty schools. Inner city schools said that program-specific workshops were of most benefit, while rural and reservation schools noted telephone assistance with program paperwork/reporting requirements as most beneficial.

Workshops held via satellite were rated as least beneficial in every analysis (Appendix B, Table B-2). Although rated lowest of all nine activities, one-third of the total respondents (33.7 percent) wanted to see satellite workshops expanded (Appendix B, Tables B-1). Some comments suggest that satellite workshops have been least beneficial *not* because they are ill-perceived, but because many respondents have not the opportunity to engage in this type of technical assistance. As noted in discussing Question 5, a majority of some groups favor expanding satellite training opportunities, especially elementary and middle/junior high schools and rural and reservation schools.

Question 7: ADE routinely targets the following groups for technical assistance. *In your opinion* — to assist schools in delivering comprehensive services, should ADE plan to expand, maintain, or decrease their current level of offerings for each group?

Question 7 addresses audiences for technical assistance. Responses to this question are presented in Table 4, which shows that principals feel that technical assistance opportunities should be expanded for teachers and school teams, and maintained for other professional staff and administrators.

Table 4

Arizona principals' recommendations for targeting technical assistance (N = 531)

Technical Assistance Target Audiences	Mean Rating*	Principals' Recommendation
Teachers	2.71	**Expand**
School teams	2.50	**Expand**
School-level administrators	2.48	Expand ← **Maintain**
Other professional staff	2.41	Expand ← **Maintain**
District-level staff	2.20	Expand ← **Maintain**

* Scale: 3.00-2.50 = **Expand**
2.49-2.00 = Expand ← **Maintain**
1.99-1.50 = **Maintain** → Decrease
1.49-1.00 = **Decrease**

Subgroup analyses for Question 7 show unanimous support for expanding opportunities for teachers and maintaining opportunities for district-level administrators (Appendix C, Table C-2). Considerable variation is noted regarding training opportunities for school teams, school-level administrators, and other professional staff.

Regarding **school teams**, high schools *do not* agree that training for teams should be expanded; rather, they support maintenance on the side of expansion.

Regarding training for **school-level administrators**, the total group's mean score of 2.48 suggests maintenance on the side of expansion. However, the "majority opinion" for the total group and for six of the nine subgroups suggests expanding training for school-level administrators. Only middle/junior high schools, high schools, and low poverty schools *do not* support expanded training for these administrators.

As for training **other professional staff**, five of the nine subgroup analyses reveal mean scores and/or majority opinions favoring the expansion of training for auxiliary staff — principals in all four geographic areas support such training, as do middle/junior high school principals.

Question 8: In order to improve comprehensive programming at your school, which of the groups (in Question 7) would you *most* target for technical assistance? Mark one.

Overall, principals ranked groups in the same order as shown in Table 4. A noteworthy finding from the subgroup analyses is that **Reservation schools** are the only subgroup to rank training for school teams above training for teachers; additionally, they are the only subgroup to unequivocally recommend the expansion of training to *all* groups except district-level administrators.

Part III: Proposed Assistance to Strengthen Comprehensive Services

Part III of the survey is based on Figure 1 (page 3) and its key components of a comprehensive service delivery system for children and families. Part III examines this framework in terms of: 1) which components principals feel need strengthening; and 2) the training principals believe would be helpful toward strengthening comprehensive service delivery. Two questions were asked in Part III; results are presented in Tables 5 and 6.

Question 9: The following represent general components of a comprehensive system. If you were to strengthen comprehensive programming at your school, what priority would you assign to each component?

Table 5 shows that Arizona principals' top priority pertains to student education in terms of aligning curriculum, instruction, and assessment with Arizona's *Essential Skills*. In order to strengthen comprehensive programming, principals indicate that parent/family involvement and quality staff development opportunities are high priorities. Educationally-oriented "linkage programs" — preschool and school-to-work — are of lowest priority.

Table 5

Arizona principals' programming priorities (N = 531)

Components of a Comprehensive System	Mean Rating*	Principals' Priority Rating
Curriculum, instruction, and assessment aligned with Arizona's *Essential Skills*	**2.78**	**High**
Parent/family involvement in the school	**2.70**	**High**
Quality professional (staff) development opportunities in [all] areas	**2.58**	**High**
A plan to coordinate all student, family, and staff services	2.45	High ← **Medium**
School-linked social and economic support services	2.38	High ← **Medium**
School-linked health services	2.31	High ← **Medium**
Preschool programs linked with K-12 education	2.11	High ← **Medium**
School-to-work programs linked with K-12 education	**1.95**	**Medium** → Low

* Scale: 3.00-2.50 = **High**
2.49-2.00 = High ← **Medium**
1.99-1.50 = **Medium** → Low
1.49-1.00 = **Low**

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Subgroup analyses indicate consensus with the top three components identified in Table 5. Additionally, subgroups unanimously identify the development of a coordinating plan as a high priority (based on mean scores and/or majority opinions). There is less consensus regarding linkages with social/economic service and health care providers, and linkages with preschool and school-to-work programs (Appendix C, Table C-3). For example, high schools, rural schools, and low poverty schools rank social service/economic linkages lower than do the other six subgroups. Health care linkages are rated higher in five subgroups: middle schools, all geographic areas *except* rural areas, and high poverty schools. For all analyses, except for inner cities, social/economic support services are more highly ranked than health services. Only in inner cities do health service linkages appear as a relatively higher priority.

Preschool programs and school-to-work programs were of particular interest in the analysis due to their inclusion in recent federal education legislation that supports comprehensive, integrated service delivery. As noted, these are relatively low priorities for a majority of survey respondents. As might be expected, however, stronger support for preschool linkages is found in the subgroups that serve higher percentages of children in poverty, i.e., high poverty schools, inner city schools, and reservation schools. Inner city schools are also more supportive of school-to-work programs.

With specific respect to preschool and school-to-work survey items, researchers were particularly interested in analyses by school type and found predictable variations in priorities. Elementary schools ranked preschool programs higher (high ← medium) than either middle or high schools (medium →low). Conversely, both middle and high schools ranked school-to-work programs higher (high ← medium) than elementary schools (medium →low). The majority of high school principals feel school-to-work programs are a high priority; middle/junior high school principals feel they are a medium priority (Appendix C, Table C-3).

In general, subgroup analyses show that high poverty schools and inner city and reservation schools (i.e., those with the most at-risk populations) tend to rank almost all components as higher priorities than other subgroups.

Question 10: Expanding on Question 9, if you were to strengthen comprehensive programming at your school, which *specific training* holds the most interest? Mark your top five selections.

Table 6 presents the rank order of fifteen training topics. Overall, principals' top five priorities are indicated in the shaded area. Table 6 shows that training priorities correspond closely with programming priorities identified in Table 5. That is, the top five *training priorities* (Table 6) support the top three *program priorities* (Table 5). For example, Table 5 shows that the most highly ranked program area in need of strengthening is the Student Education component with respect to aligning curriculum, instruction and assessment with *Essential Skills*. This is consistent with the first two training topics in Table 6, which pertain to strengthening curriculum, instruction and assessment. Similarly, training on more effectively involving parents and families supports the second-ranked program area from Table 5. The same relationship between training and strengthening programs holds true for professional development as well.

Table 6

Arizona principals' training priorities (N = 531)

Training Topics	Number and Percent of Sample Who Rank Topic as a Top Priority	
Develop integrated thematic instruction using *Essential Skills*	372	70.1
Assess students effectively (e.g., ASAP, portfolios)	329	62.0
More effectively serve and involve parents/families	294	55.4
Maximize professional development as a means of school improvement	290	54.6
Run an effective alternative school or program (e.g., school-within-a-school)	209	39.4
Implement an effective early childhood education program (e.g., full day kindergarten; nongraded, multi-age program)	201	37.9
Develop and maintain partnerships with social service providers	177	33.3
Integrate academic and vocational education using *Essential Skills*	130	24.5
Run an effective tutoring program	122	23.0
Develop and maintain partnerships with health care providers	97	18.3
Design and implement program evaluations	89	16.8
Implement an effective preschool-kindergarten transition program	82	15.4
Implement an effective school-to-work transition program	70	13.2
Run an effective student volunteer/"service learning" program	62	11.7
Implement ADE's Comprehensive School Health Program (e.g., health education, school health environment)	53	10.0

The relative status of other comprehensive service components (from Table 5) is reflected in training priorities as well (from Table 6). Training to strengthen linkages with social/economic services is more highly ranked than training to facilitate linkages with health care providers; similarly, training to strengthen preschool and school-to-work programs takes relatively low priority, as do the programs themselves in the overall scheme of comprehensive services.

With respect to subgroup findings, most groups' top five priorities are those shown in Table 6. There are only two notable differences in top priorities. **Running an alternative program** was *not* one of the top five priorities in four cases: Elementary schools and suburban schools both identified training in early childhood as a priority over running an alternative program, while inner city and reservation schools both selected linking with social/economic service providers as a priority over running an alternative program. The only other notable variation is that high schools selected training in **integrating academic and vocational education using *Essential Skills*** as a top priority over more effectively serving parents and families (Appendix C, Table C-4).

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Part IV: State-Level Activities

While Part III focuses on *school-based priorities* for technical assistance, Part IV asks principals their opinions about what should be *state-level priorities* for improving technical assistance. Suggestions regarding ADE procedures for improving technical assistance were adapted from input from district personnel, ADE staff members, and the literature.

Also with respect to state-level activities, the survey included a series of questions on Family Resource Centers. Arizona has been considering establishing such "one-stop" facilities for several years; legislation is expected to be proposed again in the future. Question 13 was designed as a preliminary "needs assessment" to determine public schools' interest in and readiness for implementing Family Resource Centers.

Question 11: To assist schools in delivering comprehensive services, what priority should ADE assign to each of the following activities designed to improve state-level technical assistance?

Table 7 shows that principals feel that state-level technical assistance could be best improved by streamlining application and reporting processes, and developing computerized applications and reports. Forming ADE multi-unit teams for the purpose of consolidating on-site monitoring and assistance is a low priority.

Table 7

Arizona principals' recommendations for improving technical assistance (N = 531)

Proposed Activities to Improve Technical Assistance	Mean Rating*	Principals' Priority Rating
Streamline application and reporting process	**2.73**	**High**
Develop computerized federal/state applications and reports	**2.51**	**High**
Establish regional training centers for training, networking, and resources	2.32	High ← **Medium**
Include more practitioner advisory groups in training activities and state-level decision-making	2.26	High ← **Medium**
Start a statewide at-risk information clearinghouse (*accessible via mail/telephone*)	2.18	High ← **Medium**
Start a statewide at-risk information clearinghouse (*accessible via computer, i.e. on-line*)	2.14	High ← **Medium**
Form ADE multi-unit teams to consolidate on-site monitoring and assistance	**1.97**	**Medium** → Low

Scale: 3.00-2.50 = **High**
2.49-2.00 = High ← **Medium**
1.99-1.50 = **Medium** → Low
1.49-1.00 = **Low**

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Subgroups tend to rank order proposed activities to improve technical assistance in the same order as shown in Table 7. The *only* differences in overall rank order concerned preferences between an on-line versus hard copy at-risk clearinghouse. Subgroups do, however, express different levels of support for particular activities. The most noteworthy differences are as follows (cf. Appendix C, Table C-5):

- Four subgroups — middle/junior high schools, inner city and suburban schools, and low poverty schools — are not as strongly in favor of **computerized reporting systems** as their counterparts.
- The majority opinion in eight of nine subgroups is that **regional training centers** should be a high priority.
- There is also strong support for **using more practitioner advisory groups** based on majority opinions — five subgroups advocate advisory groups as a high priority (elementary and middle/junior high schools and all geographic area schools *except* rural schools).
- Middle/junior high schools, inner city schools, and high poverty schools *do not* agree that **ADE multi-unit teams** are a medium → low priority; they rate ADE teams higher than other subgroups (a high ← medium priority).

Question 12: From Question 11, what are your top two priorities?

Overall, principals ranked ADE activities in the same order shown in Table 7. Subgroup analyses show unanimous support for streamlining application and reporting processes as the number one state priority. There is less agreement on the second priority. Six subgroups' indicated the establishment of regional training centers as their second priority, in contradiction with the total group's mean score rating (Appendix C, Table C-6). Clearly, there is popular support for regional training centers.

Question 13 notes that several states are working to establish Family Resource Centers on or near school sites, and explains that Family Resource Centers are "one-stop" facilities for connecting students and families with educational, social, economic, and health services. Principals were asked:

Question 13: If state resources became available to support center operations —

a. Would you be interested in having a Family Resource Center at or near your school?

b. Do you believe there is a no/low-cost facility at or near your school to house such a center?

c. Would you require technical assistance to get started in designing center services and operations?

Overall, almost three-fourths of the respondents (72.9 percent) expressed an interest in Family Resource Centers (FRCs). One of every ten principals said they were not interested. Among the 10 percent who indicated no interest, some wrote on the surveys that this was because they already have an FRC on or near campus.[2] An additional 14.3 percent (76 principals) said they weren't sure whether they were interested or not; 15 principals did not respond.

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[2] This makes the response "Not Interested" difficult to interpret because it is impossible to distinguish those who are not interested because they already have FRCs from those who are simply not interested. The question of whether or not schools already have an FRC was unintentionally omitted from the survey.

The availability of facilities (Question 13.b) and interest in technical assistance (Question 13.c) for three respondent categories — Yes, Interested; Unsure; Not Interested — are presented in Table 8.

Table 8
Developing family resource centers: Facilities and technical assistance needs by level of interest

	Yes, Definitely Interested (n = 387)		Unsure (n = 76)		Not Interested (n = 53)	
Is there a no/low cost facility at or near your school?	n	%	n	%	n	%
Yes	164	42.4	5	6.6	5	9.4
No	111	28.7	40	52.6	38	71.7
Don't know/No response	112	28.9	31	40.8	10	18.9
Would you require technical assistance?						
Yes	326	84.2	54	71.1	13	24.5
No	30	7.8	1	1.3	25	47.2
Don't know/No response	31	8.0	21	27.6	15	28.3

Table 8 shows that among the principals who express a definite interest in having an FRC, 42.4 percent also believe they could find a facility to house a center. For those who are unsure, or definitely *not* interested, a majority of principals indicate that they do not have access to a facility. This holds true for the total respondent sample and for individual subgroups.

Table 8 also indicates that of the principals who indicated either a definite (Yes) or possible (Unsure) interest in having an FRC, a definitive majority (84.2 percent and 71.1 percent, respectively) said that they would require technical assistance to begin. The expressed need for technical assistance holds true for all subgroups as well.

Subgroup analyses *do* reveal varying levels of support for FRCs, although all analyses indicate that interest outweighs uncertainty and disinterest.

- By school type, middle/junior high schools express the strongest interest in having FRCs (75.9 percent) followed closely by elementary schools (75.1 percent). High school interest is the lowest; nevertheless, 61.1 percent expressed definite interest.

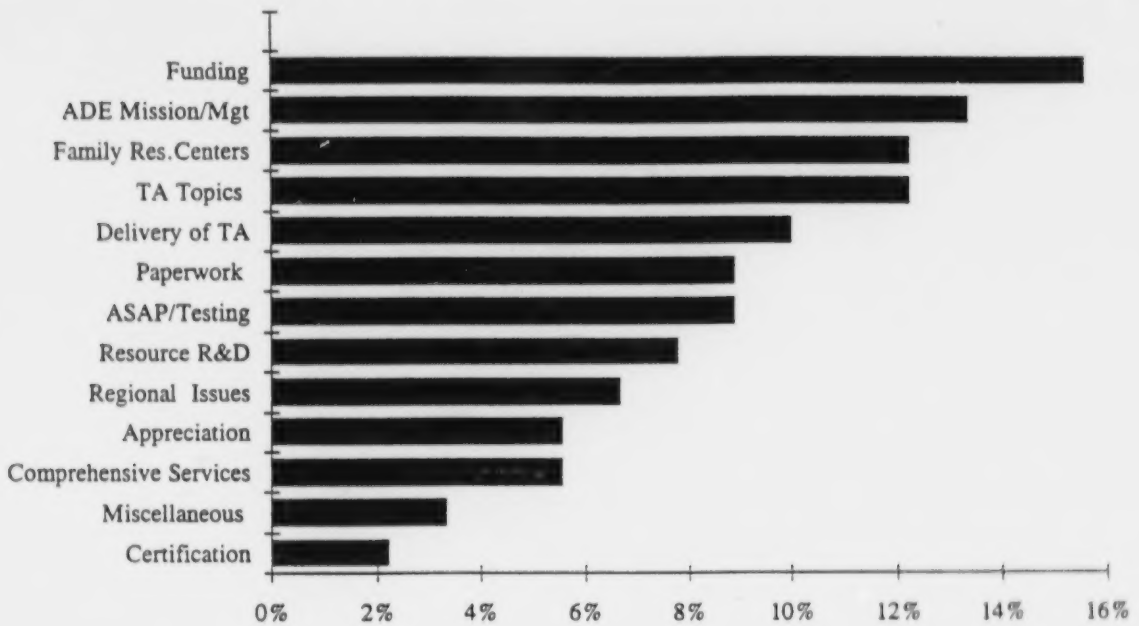
- By geographic location, reservation and inner city schools both had over 80 percent of their respondents indicating a definite interest in FRCs in comparison with suburban and rural schools, each of which had percentages of respondents in the high 60s.

- By poverty status, 81.2 percent of the high poverty schools expressed interest in FRCs; 65.5 percent of low poverty schools expressed interest.

Question 14: What have we missed?
What other assistance would you like ADE to sponsor or provide?

Ninety principals (17 percent of total number of respondents) responded to Question 14. Figure 5 graphically depicts the occurrence of topics which principals addressed. Percentages reflect the number of principals who refer to a topic out of the 90 who responded to the question. Figure 5 shows that comments basically address 13 topics. These topics are discussed briefly; readers are referred to Appendix D for a complete account of principal comments.

Figure 5
Arizona principal topics in priority order (N = 90)



Funding is virtually always a concern among school personnel. In this case, 14 of the 90 respondents (16 percent) expressed a need not just for "money," but for legislation to support equitable funding as well as funding for specific prevention and intervention programs and strategies (e.g., full day kindergartens; alternative schools).

Twelve principals address issues that researchers categorized as reflecting on **ADE's mission and management**. A central theme concerns the dissemination of information, and the perception that ADE could improve lines of communication with schools. The following comments illustrate this theme:

"State monitors never come to help us, they only come to nail us. No two of them ever agree on the same regulations...."

"You can call five times and get five different opinions. It is difficult to explain processes and procedures to [your own] staff when information is unclear.

"[ADE needs] to inform principals that technical assistance activities...actually exist."

"Even though we have a 60 percent+ free and reduced lunch status, I don't even know how to contact the sources mentioned — I've never received any information indicating availability."

Family resource centers were referenced by 11 principals, some of whom pointed out that they already have resource centers. Otherwise, comments ranged from advocacy ("FRCs should be an absolute priority for rural Arizona") to opposition ("The school cannot take on this additional responsibility"), with most indicating support.

Eleven principals spoke directly to Question 14 by listing **technical assistance topics** that were not included on the survey. Topics mentioned more than once include: Full day kindergarten programs, total quality management, and training parents in parenting skills. Related to technical assistance topics, some principals addressed the **delivery of technical assistance**. They addressed topics such as "More lead time before training so planning of teams and or participation of staff can be looked at."

Eight principals carried over a theme from the survey regarding **paperwork**. Most comments in this category iterated a desire for streamlined reporting systems. An equal number of respondents voiced concerns regarding the **Arizona Student Assessment Program**. While some comments openly criticized ASAP, others simply requested assistance and a better understanding of the program.

Seven principals addressed desired **resources** as, for example: "in person inservices at low or no cost," "an integrated curriculum meshing the eleven current [*Essential Skills*] documents with appropriate grade-level competencies," and "practical models of performance-based education that works."

Six principals addressed **regional delivery needs** supporting service delivery outside of Maricopa and Pima counties (especially Maricopa county). In support of training to rural schools, one principal points out: "We depend on ADE for a great deal of our technical assistance and teacher training through workshops and academies. These services are critical to our small, rural school."

Five principals expressed **appreciation** for the survey. Five comments appeared related to the notion of **comprehensive service delivery**. Of these, four of the five suggest that comprehensive services are not the school's responsibility. Finally, two comments address **teacher certification issues** and three unrelated comments are more editorial in nature.

Implications of this survey, and recommendations to the Arizona Department of Education regarding state strategies for technical assistance, are discussed in detail in the report *Supporting Comprehensive Services in Arizona Schools: State Strategies for Technical Assistance.*

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APPENDIX A:

KEEPING UP WITH REFORM — THE SURVEY INSTRUMENT

MORRISON INSTITUTE
FOR PUBLIC POLICY

KEEPING UP WITH REFORM

Principal Survey

Dear Arizona Principal:

Morrison Institute for Public Policy at Arizona State University is conducting this survey on behalf of the Arizona Department of Education (ADE). The survey is part of a larger project that is looking at national and state education reform movements geared toward comprehensive services.

> For the purposes of this survey, **comprehensive services refers to the *integration* of student educational programs, parent involvement programs, professional (staff) development activities, and social, economic, and health services.**

A goal of this survey is to determine the kinds of state-level activities that would be most beneficial in helping schools deliver comprehensive programs. Your input will be used to develop recommendations to ADE concerning a future agenda for improving technical assistance. We appreciate the fact that this is a very busy time of year, but ask that you spend ten minutes to complete the survey and return it in the enclosed postage-paid envelope no later than May 9. Should you have questions about the survey, please direct them to Judy Vandegrift at 965-4525. Thank you very much for your time.

*** Please use a # 2 pencil and fill in circles completely ***

Part I. Demographics

1. What grade levels does your school serve? (Mark all that apply)

2. Which best describes your school's location? ○ Inner city area ○ Suburban area ○ Rural area ○ Native American reservation

3. What percentage of your student population is eligible for free/reduced lunches? ○ Less than 25 percent ○ 25 - 50 percent ○ 51 - 75 percent ○ 76 - 100 percent

4. Of the following programs, mark those for which your school receives state funding. ○ At-risk preschool ○ Full day kindergarten ○ K-3 At-Risk ○ 7-12 At Risk

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Part II. Current Technical Assistance Activities

5. ADE routinely offers the following types of technical assistance. *In your opinion* -- to assist schools in delivering comprehensive services, should ADE plan to expand, maintain, or decrease their current level of technical assistance in each area?

Technical assistance activities	Future agenda for technical assistance			
	Expand	Maintain as is	Decrease	No opinion
a. Grantsmanship workshops (e.g., writing proposals, applications)	○	○	○	○
b. Telephone assistance with program paperwork/reporting requirements	○	○	○	○
c. Telephone program consultation and resource referral	○	○	○	○
d. On-site program monitoring	○	○	○	○
e. On-site program consultation and resource referral	○	○	○	○
f. Summer training (e.g., institutes, academies)	○	○	○	○
g. *Topic-oriented* workshops/conferences (e.g., cooperative learning)	○	○	○	○
h. *Program-specific* workshops/conferences (e.g., Bilingual; Chapter 1)	○	○	○	○
i. Workshops held via satellite transmission	○	○	○	○

6. From Question 5 (items a through i above):

a. What type of assistance has been of *most benefit* for your school? Mark **one.**	○ a	○ b	○ c	○ d	○ e	○ f	○ g	○ h	○ i
b. What type of assistance has been of *least benefit*? Mark **one.**	○ a	○ b	○ c	○ d	○ e	○ f	○ g	○ h	○ i

7. ADE routinely targets the following groups for technical assistance. *In your opinion* -- to assist schools in delivering comprehensive services, should ADE plan to expand, maintain, or decrease their current level of offerings for each group?

Groups targeted for technical assistance	Future agenda for technical assistance			
	Expand	Maintain as is	Decrease	No opinion
a. Teachers	○	○	○	○
b. Other professional staff (e.g., counselors)	○	○	○	○
c. School-level administrators	○	○	○	○
d. District-level administrators	○	○	○	○
e. School teams (e.g., administrators, teachers, counselors)	○	○	○	○

8. In order to improve comprehensive programming at your school, which of the above groups would you *most* target for technical assistance? Mark **one.** ○ a ○ b ○ c ○ d ○ e

Part III. Proposed Assistance To Strengthen Comprehensive Services

9. The following represent general components of a comprehensive system. If you were to strengthen comprehensive programming at your school, what priority would you assign to each component?

Components of a comprehensive system	**Priority**		
	High Priority	Medium Priority	Low Priority
a. Curriculum, instruction, and assessment aligned with Arizona's *Essential Skills*			
b. Preschool programs linked with K-12 education			
c. School-to-work programs linked with K-12 education			
d. Parent/family involvement in the school			
e. School-linked *social and economic support* services			
f. School-linked *health services*			
g. Quality professional (staff) development opportunities in each area above			
h. A plan to coordinate all student, family, and staff services			

10. Expanding on Question 9, if you were to strengthen comprehensive programming at your school, which *specific training* holds the most interest? **Mark your top five selections only.**

Proposed "how to" topics	**Top priorities (Mark 5 only)**
a. develop integrated thematic instruction using *Essential Skills*	
b. integrate academic and vocational education using *Essential Skills*	
c. assess students effectively (e.g., ASAP, portfolios)	
d. implement an effective preschool-kindergarten transition program	
e. implement an effective school-to-work transition program	
f. implement ADE's Comprehensive School Health Program (e.g., health education, school health environment)	
g. implement an effective early childhood education program (e.g., full day kindergarten; nongraded, multi-age program)	
h. run an effective alternative school or program (e.g., school-within-a-school)	
i. run an effective tutoring program	
j. run an effective student volunteer/"service learning" program	
k. more effectively serve and involve parents/families	
l. develop and maintain partnerships with *social service* providers	
m. develop and maintain partnerships with *health care* providers	
n. maximize professional development as a means of school improvement (e.g., peer coaching, study groups, teachers as researchers)	
o. design and implement program evaluations	

Part IV. State-level Activities

11. To assist schools in delivering comprehensive services, what priority should ADE assign to each of the following activities designed to improve state-level technical assistance?

Proposed activities to improve technical assistance	Priority		
	High Priority	Medium Priority	Low Priority
a. Streamline application and reporting processes	○	○	○
b. Develop computerized federal/state applications and reports	○	○	○
c. Start a statewide at-risk information clearinghouse (*accessible via mail/telephone requests*)	○	○	○
d. Start a statewide at-risk information clearinghouse (*accessible via computer, i.e., on-line*)	○	○	○
e. Establish regional centers for training, networking, and resources	○	○	○
f. Include more practitioner advisory groups in training activities and state-level decision-making	○	○	○
g. Form ADE multi-unit teams to consolidate on-site monitoring and assistance	○	○	○

12. From Question 11 (items a through g above), what are your top two priorities? Mark **two.** ○a ○b ○c ○d ○e ○f ○g

13. Several states are working to establish **Family Resource Centers** on or near school sites. Family Resource Centers are "one-stop" facilities for connecting students and families with educational, social, economic, and health services. If state resources became available to support center operations:

	Yes	No	Don't know
a. Would you be interested in having a Family Resource Center at or near your school?	○	○	○
b. Do you believe there is a no/low-cost facility at or near your school to house such a center?	○	○	○
c. Would you require technical assistance to get started in designing center services and operations?	○	○	○

14. **What have we missed?** What other assistance would you like ADE to sponsor or provide?

APPENDIX B:

SURVEY RESULTS FOR ALL RESPONDENTS

Figure B-1: Grade level distribution of responding schools (N = 510)

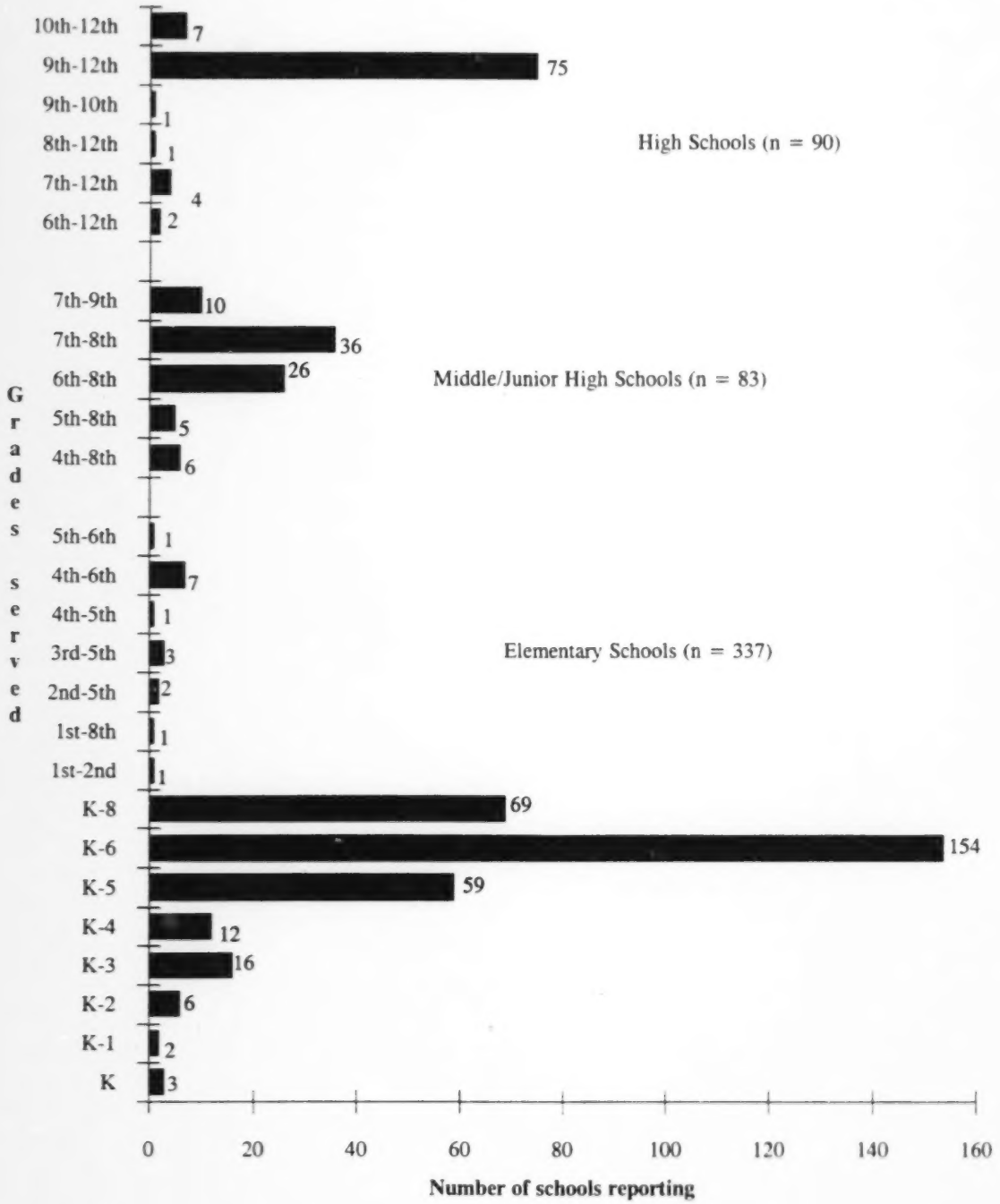

Table B-1

Question 5: Technical assistance activities (N = 531)

Activities	Mean Rating	Expand		Maintain		Decrease		No opinion/No response	
		n	%	n	%	n	%	n	%
Topic-oriented workshops	2.61	332	62.5	160	30.1	19	3.6	20	3.8
Grantsmanship workshops	2.60	284	53.5	150	28.2	14	2.6	83	15.6
Summer training	2.51	275	51.8	196	36.9	22	4.1	38	7.2
Program-specific workshops	2.37	220	41.4	250	47.1	32	6.0	29	5.5
On-site consultation	2.31	170	32.0	247	46.5	32	6.0	82	15.4
Phone assistance re:reports	2.30	152	28.6	275	51.8	18	3.4	86	16.2
Phone assistance re: programs	2.29	146	27.5	270	50.8	20	3.8	95	17.9
Workshops held via satellite	2.27	179	33.7	182	34.3	63	11.9	107	20.2
On-site program monitoring	1.95	68	12.8	277	52.2	89	16.8	97	18.3

Mean scale: 3.00-2.50 = Expand
2.49-2.00 = Expand ← **Maintain**
1.99-1.50 = **Maintain** → Decrease
1.49-1.00 = Decrease

Table B-2

Question 6: Technical assistance priorities (N = 531)

Most beneficial	% sample	Least beneficial	% sample
Topic-oriented workshops	25.9	Workshops held via satellite	42.8
Program-specific workshops	14.4	On-site program monitoring	14.9
Phone assistance re:reports	14.2	Grantsmanship workshops	12.6
Summer training	14.2	Phone assistance re:reports	8.1
Phone consultation re: programs	8.8	On-site consultation	6.3
On-site consultation	8.3	Phone consultation re: programs	4.5
Grantsmanship workshops	7.7	Program-specific workshops	4.3
Workshops held via satellite	4.1	Summer training	3.8
On-site program monitoring	2.5	Topic-oriented workshops	2.3

Table B-3

Question 7: Technical assistance audiences (N = 531)

Target audiences	Mean Rating	Expand		Maintain		Decrease		No opinion/No response	
		n	%	n	%	n	%	n	%
Teachers	2.71	379	71.4	127	23.9	12	2.3	13	2.4
School teams	2.50	281	52.9	187	35.2	32	6.0	31	5.8
School-level administrators	2.48	263	49.5	230	43.3	17	3.2	21	4.0
Other professional staff	2.41	225	42.4	239	45.0	23	4.3	44	8.3
District-level administrators	2.20	145	27.3	241	45.4	56	10.5	89	16.8

Mean scale: 3.00-2.50 = Expand
2.49-2.00 = Expand ← **Maintain**
1.99-1.50 = **Maintain** → Decrease
1.49-1.00 = Decrease

Table B-4

Question 8: Technical assistance audiences: Who is *most* in need? (N = 531)

Target audiences	Most in need	
	n	%
Teachers	257	50.8
School teams	150	29.6
School-level administrators	64	12.6
Other professional staff	19	3.8
District-level administrators	16	3.2

Table B-5

Question 9: What would strengthen your school's comprehensive system? (N = 531)

System components	Mean Rating	Expand		Maintain		Decrease		No opinion/No response	
		n	%	n	%	n	%	n	%
Align C&I/Assessment w/ES	2.78	417	78.5	89	16.8	13	2.4	12	2.3
Parent/family involvement	2.70	378	71.2	120	22.6	16	3.0	17	3.2
Staff development	2.58	322	60.6	171	32.2	23	4.3	15	2.8
Coordination plan	2.45	281	52.9	193	36.3	45	8.5	12	2.3
Social/economic support services	2.38	251	47.3	210	39.5	54	10.2	16	3.0
School-linked health services	2.31	229	43.1	222	41.8	68	12.8	12	2.3
Preschool programs	2.11	176	33.1	207	39.0	121	22.8	27	5.1
School-to-work programs	1.95	124	23.4	226	42.6	151	28.4	30	5.6

Mean scale: 3.00-2.50 = High priority
2.49-2.00 = High ← **Medium** priority
1.99-1.50 = **Medium** → Low priority
1.49-1.00 = Low priority

Table B-6

Question 10: Training priorities (N = 531)

How to Topics	Top Priorities	
	n	%
Develop thematic instruction	372	70.1
Assess students effectively	329	62.0
Serve parents and families	294	55.4
Maximize professional development	290	54.6
Run an Alternative School/program	209	39.4
Run an Early Childhood program	201	37.9
Partner w/Social Service providers	177	33.3
Integrate Academic/VTE	130	24.5
Run a tutoring program	122	23.0
Partner w/Health Care providers	97	18.3
Design evaluations	89	16.8
Run a Preschool-K transition program	82	15.4
Run a School-to-Work transition program	82	15.4
Run a Service Learning program	62	11.7
Run a Comprehensive Health program	53	10.0

Table B-7

Question 11: Priorities for improving state-level technical assistance (N = 531)

Activities	Mean Rating	Expand		Maintain		Decrease		No opinion/No response	
		n	%	n	%	n	%	n	%
Streamline application/reports	2.73	391	73.6	106	20.0	15	2.8	19	3.6
Develop computerized report	2.51	298	56.1	167	31.5	39	7.3	27	5.1
Establish regional training centers	2.32	235	44.3	193	36.3	75	1421	28	5.3
Include more practitioner advisory groups	2.26	214	40.3	208	39.2	81	15.3	28	5.3
Start at-risk clearinghouse (on-line)	2.18	177	33.3	229	43.1	86	16.2	39	7.3
Start at-risk clearinghouse (hard copy)	2.13	158	29.8	244	46.0	91	17.1	38	7.2
Form ADE multi-unit teams	1.97	112	21.1	259	48.8	127	23.9	33	6.2

Mean scale: 3.00-2.50 = High priority
2.49-2.00 = High ← **Medium** priority
1.99-1.50 = **Medium** → Low priority
1.49-1.00 = Low priority

Table B-8

Question 12: Top priorities to improve state-level technical assistance (N = 531)

Activities	Top priorities	
	n	%
Streamline application/reports	289	54.4
Develop computerized reports	170	32.0
Establish regional training centers	164	30.9
Include more practitioner advisory groups	115	21.7
Start at-risk clearinghouse (on-line)	86	16.2
Start at-risk clearinghouse (hard copy)	85	16.0
Form ADE multi-unit teams	55	10.4

Table B-9

Question 13: Family resource centers (N = 531)

	Yes		No		Don't Know/ No response	
	n	%	n	%	n	%
Would you be interested in having a FRC?	387	72.9	53	10.0	91	17.1
Is there a no/low cost facility at or near your school?	176	33.1	191	36.0	164	30.9
Would you require technical assistance?	396	74.6	57	10.7	78	14.7

APPENDIX C:

A SYNOPSIS OF SURVEY RESULTS BY SCHOOL TYPE, GEOGRAPHIC LOCATION, AND POVERTY STATUS

Appendix C summarizes subgroup analyses with respect to findings from the total group. For each of the tables that follow, shaded areas indicate concurrence with the total group findings (indicated at the left of each table). White spaces are exceptions to the rule. Notations in the white areas are explained below.

Bold type = The subgroup's *mean score* falls into a different range than the total group mean score, suggesting a different recommendation (as indicated).

Italic type^{Maj} = The subgroup's mean score is in accord with the total group; however, the majority of respondents "vote" in favor of the recommendation indicated.

Table C-1

Subgroup summary: Technical assistance activities

Survey Question #5		TYPE			GEOGRAPHIC LOCATION				POVERTY	
Items[a]	**Total Group**[b]	Elem (n = 337)	MS (n = 83)	HS (n = 90)	Inner City (n = 104)	Suburbs (n = 173)	Rural (n = 212)	Res (n = 29)	Low (n = 281)	High (n = 250)
Topic-wrk	Expand									
Grants	Expand									
Summer trng	Expand			**E ← M**			**E ← M**		**E ← M**	
Prg-wrk	E ← M				**Expand**					*Expand*^{Maj}
Consults	E ← M									
Phone:rpts	E ← M									
Phone:prgs	E ← M									
Satellite	E ← M	*Expand*^{Maj}	*Expand*^{Maj}				*Expand*^{Maj}	*Expand*^{Maj}		
Monitoring	M → D				**E ← M**			**E ← M**		

a Items are abbreviated; Readers are referred to Appendix A for a copy of the survey

b E ← M = Expand ← **Maintain**
M → D = **Maintain** → Decrease

Table C 2

Subgroup summary: Targeted groups for technical assistance

Survey Question #7		TYPE			GEOGRAPHIC LOCATION				POVERTY	
Items[a]	**Total Group**[b]	Elem (n = 337)	MS (n = 83)	HS (n = 90)	Inner City (n = 104)	Suburbs (n = 173)	Rural (n = 212)	Res (n = 29)	Low (n = 281)	High (n = 250)
Teachers	Expand									
Teams	Expand			**E ← M**			**E ← M** [*Expand*^{Maj}]		**E ← M** [*Expand*^{Maj}]	
Sch-admin	E ← M	**Expand**			*Expand*^{Maj}	*Expand*^{Maj}	*Expand*^{Maj}	**Expand**		**Expand**
Other profs	E ← M		*Expand*^{Maj}		**Expand**	*Expand*^{Maj}	*Expand*^{Maj}	**Expand**		
District	E ← M									

a Items are abbreviated; Readers are referred to Appendix A for a copy of the survey

b E ← M = Expand ← **Maintain**
M → D = **Maintain** → Decrease

Table C-3

Subgroup summary: Programming priorities

Survey Question #9		TYPE			GEOGRAPHIC LOCATION				POVERTY	
Items[a]	**Total Group**[b]	Elem (n = 337)	MS (n = 83)	HS (n = 90)	Inner City (n = 104)	Suburbs (n = 173)	Rural (n = 212)	Res (n = 29)	Low (n = 281)	High (n = 250)
Align C&I	High									
Parents	High									
Staff	High		**H ← M** [*High*^{Maj}]							
Plan	H ← M	*High*^{Maj}	*High*^{Maj}	*High*^{Maj}	**High**	*High*^{Maj}	*High*^{Maj}	**High**	*High*^{Maj}	**High**
Soc/Eco	H ← M	*High*^{Maj}	*High*^{Maj}		**High**	*High*^{Maj}		*High*^{Maj}		*High*^{Maj}
Health	H ← M		*High*^{Maj}		**High**	*High*^{Maj}		*High*^{Maj}		*High*^{Maj}
Preschool	H ← M		**M → L** [*Low*^{Maj}]	**M → L** [*Low*^{Maj}]	*High*^{Maj}			*High*^{Maj}	**M → L**	*High*^{Maj}
STW	M → L		**H ← M** [*Med*^{Maj}]	**H ← M** [*High*^{Maj}]	**H ← M**			*Low*^{Maj}		

a Items are abbreviated; Readers are referred to Appendix A for a copy of the survey

b H ← M = High ← **Medium**
M → L = **Medium** → Low

Table C-4

Subgroup summary: Training priorities

Survey Question #10	TYPE			GEOGRAPHIC LOCATION				POVERTY	
Total Group's Top 5 Priorities[a]	Elem (n = 337)	MS (n = 83)	HS (n = 90)	Inner City (n = 104)	Suburbs (n = 173)	Rural (n = 212)	Res (n = 29)	Low (n = 281)	High (n = 250)
Thematic Instr/*Essential Skills*									
Effective assessment									
Effective parent/family prgs			Not in top 5						
Effective Staff Development									
Alternative Schools/Programs	Not in top 5			Not in top 5	Not in top 5		Not in top 5		
Other topics in top 5 (rank)	Early Childhood (4)		Integrate Acad/VocEd (3)	Soc/Eco Services (5)	Early Childhood (5)		Soc/Eco Services (5)		

a In this table, shaded areas indicate that the item was among the subgroup's top 5 training priorities, although ***not*** necessarily in the same rank position.

Table C-5

Subgroup summary: Improving state-level technical assistance

Survey Question #11		TYPE			GEOGRAPHIC LOCATION				POVERTY	
Items[a]	**Total Group**[b]	Elem (n = 337)	MS (n = 83)	HS (n = 90)	Inner City (n = 104)	Suburbs (n = 173)	Rural (n = 212)	Res (n = 29)	Low (n = 281)	High (n = 250)
Streamline	High									
Computerize	High		**H ← M** [*High*^{Maj}]		**H ← M** [*High*^{Maj}]	**H ← M** [*High*^{Maj}]			**H ← M** [*High*^{Maj}]	
Regional Centers	H ← M	*High*^{Maj}	*High*^{Maj}	*High*^{Maj}	*High*^{Maj}	*High*^{Maj}		*High*^{Maj}	*High*^{Maj}	*High*^{Maj}
Advisors	H ← M	*High*^{Maj}	*High*^{Maj}		*High*^{Maj}	*High*^{Maj}		*High*^{Maj}		
ARC[c] (on line)	H ← M			**M → L**	*High*^{Maj}			*High*^{Maj}		
ARC (hard copy)	H ← M				*High*^{Maj}					
ADE teams	M → L		**H ← M**		**H ← M**					**H ← M**

a Items are abbreviated; Readers are referred to Appendix A for a copy of the survey

b H ← M = High ← **Medium**
M → L = **Medium** → Low

c ARC = At-Risk Clearinghouse

Table C-6

Subgroup summary: Top priorities for improving state-level technical assistance

Survey Question #11	TYPE			GEOGRAPHIC LOCATION				POVERTY	
Total Group's Top 2 Priorities[a]	Elem (n = 337)	MS (n = 83)	HS (n = 90)	Inner City (n = 104)	Suburbs (n = 173)	Rural (n = 212)	Res (n = 29)	Low (n = 281)	High (n = 250)
Streamline — Ranked #1									
Computerized report — Ranked #2	**Regional Centers Ranked #2**	**Regional Centers Ranked #2**		**Regional Centers Ranked #2**	**Regional Centers Ranked #2**		**Regional Centers Ranked #2**	**Regional Centers Ranked #2**	

APPENDIX D:

WRITTEN COMMENTS BY ARIZONA PRINCIPALS

[For the most part, comments are presented verbatim. Punctuation has been added for clarity, and abbreviations used are spelled out.]

ADVICE/ADMONITIONS FOR THE ARIZONA DEPARTMENT OF EDUCATION (ADE)

RE: Department Mission, Organization, and Management (12 responses)

- What happened to Advisory Committees that brought reality to ADE and the State Board? ADE should have as its mission "Service to Instruction."
- The goal of ADE should be to ASSIST local districts in ANY WAYS that will allow the districts to be more effective with students. To this end they should streamline and facilitate. THEY should travel -- not us!
- ADE would be of the most assistance if they would be more school-oriented and less top down in their approach to schools. Instead of telling us what to do and how to do it they should help us. State monitors never come to help us, they only come to nail us. No two of them ever agree on the same regulations, especially in ESL/Bilingual and Special Education.
- I would like to see ADE operate as a spokesman for educational reform that will affect kids performance and achievement of children, rather than as a spokesperson for the politically popular vouchers and open enrollment that will require the receiving school to be penalized by having to provide transportation if a student seeks to attend. The more attractive you are, the fewer resources you have for maintaining and improving because it is drained for transportation. Further, empowering "site councils" without responsibility for the consequences of their choices ("It must be the administrator's fault.") is not my idea of positive reform. General Electric does not recruit and empower a cross-section of their customers as their managing board of directors.
- Return phone calls in a timely manner.
- To inform principals that technical assistance activities listed in Part II actually exist. PART II was difficult because we have not had any Department-initiated assistance for the 10 years of recent memory. We have learned to live without help. We assume that there are others with less financial support who are requesting time and resources. (We certainly HOPE that is the case; not that we are one of many!)
- INFORMATION -- knowledge/information concerning ASAP, finance, special programming is not known by people on staff. You can call five times and get five different opinions. It is difficult to explain processes and procedures to [your own] staff when information is unclear. Computerized programs have just come to our district — we hope they will be clear and easy to follow.
- I feel that my school -- a LARGE Tucson elementary school has VERY LITTLE opportunity to participate in any of the program areas [included on the survey]. Even though we have a 60 percent+ free and reduced lunch status, I don't even know how to contact the sources mentioned — I've never received any information indicating availability.
- Get people that have site based experiences — NOT THOSE that have been there for years and do not have a clue what happens on a daily basis in schools!!!
- My advice is to keep programs and money at the school level -- avoid increasing departments and/or personnel at the State level.
- ADE's "assistance" is not desired.
- Would like you to know that there are some of us out here that feel we might do a better job of education children if the A.D.E. closed immediately. There seems to be nobody in charge of how much — collectively — the A.D.E., legislature, [and] feds put on us. Without the A.D.E., we would have a start at resolving at least part of our problems.

RE: Topics for Technical Assistance/Training Opportunities (11 responses)

- Let's get all day Kindergarten programs.
- Kindergarten all day.
- Reading Recovery Training — Kindergarten to second grade.
- Middle level education.
- Violence in classroom; Alternatives to retention.
- Total Quality Management/Site-based decision making.
- Include topics such as Total Quality Management, consensus building, outcomes-based teaching and testing, testing for promotional purposes and graduation.
- Alignment with Goals 2000; Restructuring high school; Transition to post-secondary institutions.
- Parenting skills programs?
- Provide assistance to parents in teaching them parenting skills.
- Training to develop social skills in parents and children. Also morals. Appropriate dress. Appropriate manners.

RE: The Delivery of Technical Assistance/Training Opportunities (8 responses)

- Lead time before you start a program to plan for my attendance.
- More lead time before training so planning of teams and or participation of staff can be looked at.
- Continue to sponsor the summer leadership academy.
- Please remember that MANY schools are now on a year round calendar. Summer programs are not as practical as they once were.
- Offer more afternoon and Saturday programs as districts do not have funds to release teachers or other staff.
- Increase working relationship and networking with in-state colleges and universities who exit potential candidates as teachers.
- Provide TIME — compensated, professional time for educators to dialogue, learn, and implement innovative, research-based teaching techniques to raise the level of student learning.
- State Dept: come up-to-speed w/teaming, effective schools.

RE: ASAP/Student Testing (8 responses)

- Throw out the ASAP testing program.
- Provide on site help with: ASAP questions, foreign language requirements (questions).
- Clearer understanding of ASAP.
- Do something about revising the ASAPs.
- You should talk to teachers about concerns they have regarding ASAP.
- Have the Iowa Test given to the entry grade (in our case, 6th in the fall) and at the exit grade (in our case 8th in the spring). That would give us some idea of our progress on a nationally validated instrument.
- Void requiring ITBS/TAP for program reporting, like Chapter One. If ITBS/TAP is used, require NCE for some, percentile for others. Simplify ASAP forms A, B, and C instructions to students. Use bullets, simple sentences. Recognize that some schools may not achieve student competencies in *Essential Skills* in one year — allow for annual improvement toward goals and celebrate progress. Provide grant/project money for schools to use to improve student achievement on Arizona *Essential Skills*. We're doing a great deal but could use some assistance with dollars.
- Less emphasis on ASAP. Research other states that had such exams and ELIMINATED them.

RE: Paperwork and Reporting Requirements (8 responses)

- Timely action on applications/reports. Consolidate/align reporting requirements, especially w/ASAP and other tests.
- ADE MUST consolidate and streamline reports, paperwork overload affects all schools.
- Kill the paperwork. Let education educate.
- Methods by which to lessen the mountain of paperwork required to administrate a school district.
- Streamline - USFR. Reduce requirements; more to local board level. Increase local power/accountability not just compliance.
- Less paperwork.
- Recordkeeping software for ASAP with emphasis on data entry at school site or classroom level.
- Any computerized systems would be helpful only if all schools have comparable hardware and are all hooked up.

RE: Resources/Resource Development and Dissemination (7 responses)

- Resource list.
- We need more resources to find out who is willing or available to come to our school and provide "in person" inservices, at low or no cost. Areas -- chemical abuse, math, sciences.
- Keep listings of "model sites" where outstanding curriculum is being presented in each area (reading, math, science, social science, etc.).
- Why doesn't ADE provide an integrated curriculum (meshing the eleven current documents) with appropriate grade-level competencies, a set of tests to test those competencies, and textbook recommendations to implement the program? Let's quit talking about it! Why is it impossible to get resource materials for teacher in-services (i.e., videos on classroom management, preparing students for ASAP, etc.)? Every time I call, I'm referred to several other people — none of whom can help me!
- Practical models of performance-based education that works.
- Would like more information and development with the ADE and Internet connections as well as telecommunications.
- Quick, easy on-line access to research data bases FOR SCHOOL SITES.

RE: Certification (2 responses)

- Up-to-date certification handbook.
- Certification book explaining precisely and clearly what is needed for certification in each area. Drop the Arizona constitution requirement for certification. The information is NOT applicable to teachers. Either pay for further classes needed to renew certification or drop the requirement. Enforce federal law such as Special Education and separation of church and state. Do not allow districts to hire teachers that are not certified. Qualified teachers increase student performance.

OTHER TOPICS

RE: Funding (14 responses)

- Money.
- Additional funding support.
- Funding for such programs!
- Financial -- more money for local use.
- Fully fund current mandated programs (i.e., foreign language).
- Funding for mandates; Funding for all day kindergarten; Funding for regular preschool.
- Provide funds for mandated programs.
- Legislation for equitable funding in the state!
- I would like ADE to adequately fund existing programs and to make them available to ALL students. Our student body is penalized for not being minority. We do not receive a fair portion of funding. Reverse discrimination is evident and needs to be stopped.
- Provide monies to conduct mandated programs i.e. - testing out-early graduates, scoring form A ASAPs.
- We need additional funds so we can: lower our classroom size; develop full day Kindergarten and preschools; have more counselors, psychologists and social workers to help with our changing population.
- Full day Kindergarten funding! On-site money management and identification of needs. Staff development monies (i.e., for teaching assistants, aides, and other support services).
- Directly fund alternative schools in Phoenix!
- More alternative classroom facilities for at-risk students who cannot function in a regular classroom setting.

RE: Family Resource Centers (11 responses)

- We have had a family resource center for three years and it is SO vital to kids' learning and community support.
- In [Question 13: Family Resource Centers], you assume there is no such center. In [my community], we have county services one mile away.
- Since we are a Chapter school, high minority population, 1000 student school, 66 percent free and reduced lunch — the people in the community have many needs!!! A Family Resource Center services the elementary school where I am principal. It has been in operation for two months. It definitely provides a vital service.
- FRCs should be an absolute priority for rural Arizona.
- Could Chapter I funds be used to fund Family Resource Centers? Find ways to fund them, they would be so important.
- More family resource centers.
- [A] Family Resource Center is definitely a MUST in our area - Northwest Phoenix.
- We have a good group of professionals who are ready to begin a Family Resource Center. We would need additional expert help.
- I do NOT believe there is a need for a Family Resource Center near our site.
- I believe #13 [Family Resource Centers] is a priority need, but not for my school.
- [Re: Family Resource Centers] The school cannot take on this additional responsibility. ADE is requiring more and more of schools without any support, financial or staff.

RE: Regional Delivery Issues (6 responses)

- We depend on ADE for a great deal of our technical assistance and teacher training through workshops and academies. These services are critical to our small, rural school.
- Provide more programs in the southern part of Arizona. Many if not most activities are in Phoenix.
- Increase service to entire state -- not just Maricopa County.
- A technical assistance unit whose SOLE purpose is to assist school districts outside of Maricopa and Pima metropolitan areas would be very useful.
- We are a [*very* small school]. Living in such a remote area, some of these services would be difficult to provide.
- Assistance with technology in rural areas, even though distance is a factor.

RE: Comprehensive Services (5 responses)

- Focus, focus, focus. Trying to do too much.
- LONGER DAYS there's not (48 hours maybe) enough time to do what we already do.
- Less government, more personal responsibility. Let schools teach academic subjects and leave health and morals in the home.
- MANDATE that Social Agencies do their job -- or give more dollars to us and we'll do it.
- It seems to me this survey is pushing integrated family services and suggesting that ADE expand to do so. [Part III of the survey, Proposed Assistance to Strengthen Comprehensive Services] are the areas in which I would like the most ADE help for this school.

RE: Appreciation (5 responses)

- We have just been selected to participate as a math/science journey school -- [an] ADE sponsored program. What an opportunity -- team-approach GREATLY appreciated!
- The st [sic] process was a terrific growing experience for us. Would like to suggest: ONE team does all site visits; written, specific feedback after the site visit. Thanks for asking!
- Super ideas! If I can help please contact me!
- Thanks for asking!
- Thank you for asking these questions.

RE: Miscellaneous Comments (3 responses)

- I am not sure that state *Essential Skills* are essential. What about multiple intelligences? More developmentally appropriate early childhood focus? What about strong, staff inservice programs that focus on children and not on skills and ASAP? In my opinion, there is too much time devoted to accountability of schools and not enough real discussion of children.
- I truly believe that central office personnel are the "middle man" that we can get to assist instead of being the Implementers. We sometimes do not get ALL the information directly from state. It stops at the top and screened! I'm [referring] to both budget and information.
- This survey is poorly designed. It does not provide for a full range of responses. [In Part II, we are not given] the chance to "eliminate" the services which I would prefer [to eliminate. The survey] assumes value in those programs. I see none, other than as an employment agency for those wishing to use schools as a vehicle for social change.

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